DOCUMENT RESUME

ED 217 112 UD 022 292

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TITLE Evaluation of the ESAA Program, 1980-81.
INSTITUTION Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.
PUB DATE Aug 81
NOTE 69p.
JOURNAL CIT Journal of Research and Evaluation of the Oklahoma City Public Schools; v11 n1 Aug 1981

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Administrator Attitudes; *Attendance; *Discipline; Elementary Secondary Education; Federal Programs; High School Students; Measurement Techniques; Minority Group Children; Parent Participation; *Program Effectiveness; *Self Concept; *Student Behavior; Teacher Attitudes; Teacher Workshops
IDENTIFIERS Emergency School Aid Act 1972; Oklahoma City Public Schools

ABSTRACT

This report evaluates a project designed to reduce the number of student suspensions and disciplinary referrals in the Oklahoma City Public Schools. The report describes these four program components: 1) the Elementary Early Intervention Program to provide preventative services for students with absentee and school behavior problems; 2) the School Awareness and Adjustment Program for middle school students with adjustment difficulties in a large school environment; 3) the Elementary Developmental Guidance/Human Relations Program to promote positive student intergroup and intercultural relationships; and 4) the School Awareness and Intervention Program to reduce the overrepresentation of minority students involved in suspensions and other disciplinary actions at the high school level. Evaluation results indicate general improvements in classroom adjustment, self concept, and school awareness among targeted students, and decreased absentee and suspension rates. Data on the extent of parental involvement, attendance at teacher workshops, and teachers' and administrators' perspectives on the project are included. Recommendations concerning project objectives, data collection, and project scope are made. (MJL)

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ED217112

JOURNAL OF RESEARCH AND EVALUATION OF THE OKLAHOMA CITY PUBLIC SCHOOLS

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EVALUATION OF THE ESAA PROGRAM

1980-81

OKLAHOMA CITY PUBLIC SCHOOLS
THOMAS W. PAYZANT, SUPERINTENDENT
OKLAHOMA CITY, OKLAHOMA
VOLUME 11 - NUMBER 1
AUGUST, 1981

UD 022 292

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EVALUATION OF THE 1980-81 ESAA PROGRAM

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CHAPTER I

INTRODUCTION

Background of the Program

In June, 1972, Congress passed the Emergency School Aid Act (ESAA) under Title VI of Public Law 95-561. The purpose of this legislation was to provide funds to assist school districts with the process of desegregation.

The ESAA program was first implemented in the Oklahoma City Public School District during the 1974-75 school year. The goals of the program from 1974-75 through 1979-80 were:

To increase interracial harmony in the schools;

To raise the self-concept levels of formerly isolated minority/majority students; and

To increase achievement in language arts among minority and non-minority students.

Many of the problems in the Oklahoma City Schools System attributed to the court ordered desegregation plan seemed to have diminished since 1972. To determine if problems due to desegregation were still occurring, a needs assessment was conducted by the department of external funding. Results indicated that between the 1972-73 school year and the 1978-79 school year a large number of students were suspended from school and

that a disproportionate number of those suspended were minority students. The Oklahoma City Public School District was cited by the Office of Civil Rights because of this disparity. To help ameliorate the minority suspension problem a three year (1980-83) grant was applied for in 1979 and accepted. The grant period on which the present evaluation was based was the 1980-81 school year. The funding level for 1980-81 was $393,574. These funds provided services to five fifth year centers, eight middle schools, and nine high schools.

Program Goals

The goals of the ESAA project for the time period between the fall of 1980 and the spring of 1981 were as follow:

1. To reduce the number of suspensions and disciplinary referrals.
2. To reduce the overrepresentation of minority students in suspensions and disciplinary referrals.

Program Objectives and Description

The ESAA program was composed of four components. The 1980-81 objectives of each component are given below and followed by a program description.

Elementary Early Intervention Program:

1. By May 15, 1981, 20% of students referred for school adjustment problems will show a significant improvement in classroom behavior as indicated by the referring teacher on the Classroom Behavior Inventory.
2. Between the time of referral and the time of release from services, the ESAA teacher will have a minimum of three contacts with each parent(s) or guardian(s) of students referred for behavior adjustment.

3. During the first year of the project period, the percentage of absenteeism in five fifth year centers will decrease 10% from that of the previous year.

The Elementary Early Intervention Program was designed to provide early intervention with students at five fifth year centers (Dewey, King, Lincoln, Polk, and Page-Woodson). The target students were those who had a high potential for presenting absentee and school behavior problems which could ultimately result in suspension later in their school careers. One ESAA teacher was assigned to each school. Teacher activities with the target students were to include identification and screening of target students; advisory services; if needed, referral to supplementary services; liaison with other community service agencies and parents; coordination of school resources; and development of student awareness of the consequences of unacceptable behaviors. Activities and approaches used in this component were to be preventative rather than punitive. This program was developed under the assumption that early attention to problems and the development of coping and problem solving skills at the elementary level would enable more students, especially minorities, to stay in school and to avoid extreme disciplinary actions in the future.

School Awareness and Adjustment Program (Middle School Level)

1. Between August, 1980, and May, 1981, the suspension rate among the eight target middle schools will decrease by 5% from the suspension rate of the 1979-80 school year.

2. Fifty percent of the parents of the 210 long-term advisees will be involved in the program as measured by the ESAA Project Home Visitation/Contact Record.

3. The disciplinary referral rate for the 1980-81 school year will decrease by 15% over the referral rate of the 1979-80 school year.

4. By November 30, 1980, 80% of the sixth graders in the eight target middle schools will demonstrate a knowledge of school behavior policies and procedures by scoring 70% or more on the School Policy and Orientation Inventory.

5. By May 15, 1981, 20% of students referred will show a significant improvement in classroom behavior as indicated by the referring teacher on the Classroom Behavior Inventory.

6. Thirty-two middle school teachers (10% of the teaching staff in the target schools) will attend an inservice dealing with positive approaches to discipline and will rate the inservice as successful on the Workshop Evaluation Scale.

This component was designed to address the needs of students who were having difficulty adjusting to a large school environment at eight middle schools (Capitol Hill Middle, Eisenhower, Hoover, Jackson, Moon, Rogers, Roosevelt and Taft). All sixth graders at the target schools were to attend a School Awareness Adjustment Program covering the district's behavioral expectations for them in terms of school policies, classroom behavior, class schedules, etc. Assistance was also to be provided in developing behavior alternatives to students in danger of suspension. In addition, ten percent of the teachers in the target schools were to be inserviced on positive approaches to discipline, cultural factors impacting on discipline, and classroom management in a desegregated setting.

Elementary Developmental Guidance/Human Relations Program

1. At the conclusion of the first year of the project, 75% of the 1,476 target fifth year center students will increase one or more percentile ranks on one or more of the scales measured by the Self Observation Scale, Intermediate Level, National Testing Service.

2. During the first year of the project, the 1.476 target students will participate in a minimum of three developmental guidance activities per week.

3. By May 21, 1981, 30% of the teachers of the target students will rate the inservice sessions dealing with affective education at an average or above score on the Workshop Evaluation Scale.

4. By April 14, 1981, 20% (10% minority-10% majority) of the parents of the 1,476 target students will rate sessions dealing with parental guidance techniques, intercultural awareness and establishing a positive home atmosphere as average or above on the Parent Assistance Survey.

The purpose of this component was to promote positive intergroup and intercultural relationships among students at Page-Woodson, King, Polk, Lincoln, and Dewey fifth year centers. Two ESAA counselors were to provide group guidance activities involving students of various cultures and ethnic groups, The activities were to enhance self-esteem and self-awareness, acceptance of other cultures, and understanding for individual and group likenesses and differences. The counselors were also to conduct multicultural activities in the regular classrooms, to serve as a resource to classroom teachers, and to supplement the services of the regular counselor.

School Awareness and Intervention Program (High School Level)

1. Between August 25, 1980, and May 25, 1981, 75% of the 315 long-term advisees will indicate that the program has been helpful to them as measured by The Student Communication Advisor Questionnaire.

2. By May 25, 1981, 55% of the 315 long-term advisees will increase one or more percentile points on one or more of the scales measured by the Self Observation Scale, Senior High Level, Form C, National Testing Service, Inc.

3. By May 25, 1981, 40% of the 315 long-term advisees will show a significant improvement in classroom behavior as indicated by the referring teacher on the Classroom Behavior Inventory.

4. Fifty percent of the parents of the 315 long-term advisees will be involved in the program as measured by ESAA Project Home Visitation/Contact Record.

5. By November 30, 1980, 80% of the ninth graders in the nine high schools (3,403 students) will demonstrate a knowledge of school behavior policies and procedures by scoring 70% or more on the School Policy and Orientation Inventory.

6. By November 30, 1980, 60% of the parents of all ninth grade students will indicate knowledge of the training program.

7. Between September, 1980, and May, 1981, each Student Advisory Committee (SAC) will meet on a weekly basis to increase the awareness and understanding across cultures of the student body. Committee members will serve as peer partners to 5% of the student referred for disciplinary reasons between October, 1980 and May, 1981.

The emphasis of this component was to reduce the over-representation of minority students involved in suspensions and other disciplinary actions. All district high schools except Central Innovative were served by the program. Activities were to include:

-Advisory services to students referred for disciplinary problems

-Ninth grade orientation training program to inform students of behaviors that could result in suspension

-Sponsorship of the Student Advisory Committee the purpose of which was to discuss student concerns

Evaluation Objectives

The purpose of the evaluation study was to acomplish the following:

1. To determine to what degree the project objectives had been met.

2. To report consumers' perspectives on project services and operations.

Design and Methodology

This evaluation study emphasized measuring the outcomes of the program. In other words, the study sought to determine how the ESAA program affected its clients (students, teachers, and parents). Minimal emphasis was placed on the manner in which the program was implemented. The following instruments and documents were used.

Elementary Early Intervention Program

1. Classroom Behavior Inventory (CBI). The purpose of this locally developed, criterion-referenced test was to measure students' adjustment in the classroom. The CBI was to be completed on each student by the referring teacher at the time of the initial referral and again at the end of the year, or upon termination from services. Pre to post comparisons were to be made to determine if an improvement in classroom adjustment did occur.

2. Elementary Early Intervention Referrals Quarterly Report. This report form contained the number and type of parent contacts made by the ESAA teacher for referred students. The ESAA teacher was to submit this form within one week after the end of each school quarter.

3. The attendance records for 1979-80 and 1980-81 were utilized to determine if the percentage of absenteeism had decreased from 1979-80 to 1980-81.

Middle School Student Advisory Component

1. The Referral and Summary Suspension Records was used to determine if a decrease in the suspension rate occurred between the 1979-80 and the 1980-81 school years.

2. ESAA Project Home Visitation/Contact Record. This log was designed to document the number and kinds of parent contacts made by the ESAA teacher. It was to be completed quarterly by the ESAA teacher.

3. Summaries of the Student Disciplinary Referral Form to determine if the 1980-81 discipline referral rate had decreased from the 1979-80 rate.

4. Classroom Behavior Inventory. (See Elementary Early Intervention program section).

5. Workshop Evaluation Scale (See Elementary Developmental Guidance/ Human Relations program section).

Elementary Developmental Guidance/Human Relations Program

1. Self Observation Scales. Intermediate Level, National Testing Services Inc. This instrument was a group administered, self-report test which measures the way youth perceive themselves. Scores on the following eight dimensions of self-concept were provided: Self-Acceptance, Self-Security, Social Maturity, Social Confidence, School Affiliation, Teacher Affiliation, Peer Affiliation, and Achievement Motivation. High scores were most characteristic of the scale name. Target students were to take this test in the fall as a pretest and again in the spring as a posttest.

2. Workshop Evaluation Scale. This locally developed scale was constructed to assess the training conducted by the ESAA staff for classroom teachers. Teachers were to have completed this instrument at the conclusion of each inservice session.

3. Parent Assistance Survey. The purpose of this survey was to determine the helpfulness of inservice sessions conducted by the ESAA counselor. Parents were to have completed this survey at the end of each inservice.

High School Awareness and Intervention Program

1. Student Communication Advisory Questionnaire. The purpose of this locally developed questionnaire was to determine the effectiveness of the Student Communication Advisors from the point-of-view of the long-term advisees. The advisees completed this instrument upon termination of service or at the end of the school year.

2. Self Observation Scale, Senior High Level, Form C, National Testing Service, Inc. Like the Intermediate Level. (See Elementary Developmental Guidance/ Human Relations program section), the Senior High Level of the SOS was a standardized, self-report measure of self confidence. The SOS provided score on the following characteristics: Self-Acceptance, Self-Security, Social Confidence, Self-Assertion, Family Affiliation, Peer Affiliation, Teacher Affiliation, School Affiliation. The long-term advisees were given the instrument once in the fall as a pretest and again in the spring as a posttest.

3. Classroom Behavior Inventory. (See the Elementary Early Intervention program section).

4. ESAA Project Home Visitation/Contact Record (See the Middle School Student Advisory Component program section).

5. School Policy and Orientation Inventory. This locally developed criterion-referenced instrument was developed to determine the degree to which ninth graders were familiar with the school building, the school staff, students' rights at school and those behaviors that could result in disciplinary action. Each ninth grader was to complete the instrument at the conclusion of ninth grade orientation.

6. Student Advisory Committee (SAC) Quarterly Report Form. This form was completed quarterly by the Student Communications Advisor to document the SAC members, their race/ethnic group, their positions on the SAC and the number of meetings held.

7. SCA Peer Partners Quarterly Report. The purpose of this report was to determine the extent to which SAC members were serving as "peer partners" to students who had been referred for disciplinary reasons. The Student Communications Advisors were to complete the report quarterly.

Overall ESAA Program

1. ESAA Consumer Questionnaire (1980-81). This instrument was developed to determine how teachers and administrators felt about the coordination of the ESAA program with other school functions. In May a questionnaire was given to the principal and assistant principals of each school served by ESAA. A random sample of teachers in the same schools also received a questionnaire at the end of the school year.

CHAPTER II

RESULTS

Elementary Early Intervention Program

Objective	Evaluation	Comments
1. By May 15, 1981, 20% of students referred for school adjustment problems will show a significant improvement in classroom behavior as indicated by the referring teacher on the Classroom Behavior Inventory.	The Classroom Behavior Inventory (CBI) was developed to measure students' adjustment in the classroom. The CBI was to be completed on each student by the referring teacher at the time of the initial referral and again at the end of the year, or upon termination from services. Matched pre and post CBI's were received for 60 students referred for ESAA services. Sixty-three percent (63%) of those students were rated as having improved in classroom adjustment. A Wilcoxon Matched-Pairs Signed-Ranks test was applied to the data to determine the probability of the difference in school adjustment between pre and post measures having happened by chance. The probability ($z=-2.66$) of a chance occurrance was less that one out of 100 indicating that a statistically significant improvement had occurred.	Data from two fifth year centers were not available. At one school the ESAA teacher resigned following the third quarter. Therefore, his students did not get the benefit of a full year of ESAA services. At the second school no matched pre and post CBI's were submitted. The percent of all students referred to ESAA with matched pre and post CBI's from the three schools on which the evaluation of this objective was based was 39%. The percent showing improvement of all students referred to ESAA was 25%. Therefore, even in view of the data collection problems, this objective was met.

Objective	Evaluation	Comments

2. Between the time of referral and the time of release from services, the ESAA teacher will have a minimum of three contacts with each parent(s) or guardian(s) of students referred for behavior adjustment.

ESAA teachers reported on the Elementary Early Intervention Referrals Quarterly Reports working with 153 students referred for behavior adjustment. Throughout the year, ESAA teachers indicated having made three or more contacts with parents or guardians of 55% of referred students, two contacts with parents of 22% of the students, one contact with parents of 28% of the students, and no contacts with parents of 6% of the students. Parent contacts were made by home visitation, telephone calls, letters, and school conferences.

3. During the first year of the project period, the percentage of absenteeism in the five fifth year centers will decrease 10% from that of the previous year.

Table I contains the average number of absenses and the percent absent of the total enrollment for each fifth year center with an ESAA program. A 10% decrease in the absentee rate from the 1979-80 school year would represent a goal of 8.2% for 1980-81.

TABLE I

PERCENT OF FIFTH YEAR STUDENTS
ABSENT DURING 1979-80 AND 1980-81

	1979-80			1980-81		
School	Average Daily Membership	Average Daily Absent	% Absent	Average Daily Membership	Average Daily Absent	% Absent
Dewey	188.2	15.9	8.5	196.0	15.5	7.9
King	193.6	18.5	9.6	184.2	15.9	8.6
Lincoln	195.3	17.6	9.0	245.2	21.4	8.7
Page-Woodson	318.9	34.4	10.8	357,7	36.0	10.1
Polk	266.3	18.9	7.1	288.1	18.2	6.3
TOTAL	1162.3	105.3	9.1	1271.2	107.0	8.4

The rate of absenses during the 1980-81 school year was down .7% from the rate during the 1979-80 school year for a rate of 8.4%. Therefore, the goal was not met.

School Awareness and Adjustment Program
(Middle School Level)

Objective	Evaluation	Comments
1. Between August, 1980, and May, 1981, the suspension rate at the eight target middle schools will decrease by 5% from the suspension rate of the 1979-80 school year.	The following is a table of summary suspensions for six middle schools during the 1979-80 and the 1980-81 school years. The 1979-80 suspension figures were obtained from the report submitted by the Office of Middle School Education for the 1979-80 Civil Rights Survey. The enrollment figures were taken from May 29, 1980 report. The 1980-81 figures were obtained from the principal of each middle schools at the conclusion of the school year.	Data from two middle schools was not obtained for the 1980-81 school year. Therefore these schools were deleted from the table.

TABLE II

MIDDLE SCHOOL SUMMARY SUSPENSIONS DURING
1979-80 AND 1980-81

	1979-80			1980-81		
School	Summary Suspensions	Total Enrollment	Percent Suspended	Summary Suspensions	Total Enrollment	Percent Suspended
Capitol Hill	4	843	.5%	23	926	2.4%
Eisenhower	16	753	2.1%	33	614	5.4%
Hoover	10	646	1.5%	12	594	2.0%
Jackson	0	633	0%	30	834	3.6%
Rogers	18	915	2.0%	60	890	6.7%
Roosevelt	126	725	17.4%	3	713	.4%
TOTAL	174	4515	3.9%	161	4571	3.5%

A 5% reduction in the 1979-80 suspention rate of 3.9 represents a goal of 3.7 for the 1980-81 school year. The overall 1980-81 suspension rate of 3.5% indicates that the objective was met. An examination of Table I reveals, however, that five of the six middle schools increased their suspension rate. The overall reduction was caused by the drastic drop at Roosevelt.

Objective	Evaluation	Comments
2. Fifty percent of the parents of the 210 long-term advisees will be involved in the program as measured by the ESAA Project Home Visitation/ Contact Record.	ESAA teachers reported working with 254 long-term advisees on the ESAA Project Home Visitation/ Contact Record. Teachers reported contacting 99% of the advisees' parents. Six schools reported contacting 100% of their advisees' parents. Parent contacts were made by home visitations, phone calls, letters and school conference.	Capitol Hill Middle school's data was not included in these figures because there was a period of 5 months in which no ESAA teacher was employed.
3. The disciplinary referral rate for the 1980-81 school year will be decreased by 15% over the referral rate of the 1979-80 school year.	Below is a table of the disciplinary referrals made by teachers during the 1979-80 and the 1980-81 school years. The 1979-80 information was taken from the "1979-80 ESAA Needs Assessment." The 1980-81 discipline referral figures were obtained from the ESAA teacher assigned to the school. The 1980-81 enrollment figures were taken from the October 23, 1980 enrollment report.	

TABLE III

MIDDLE SCHOOL DISCIPLINE REFERRALS
DURING 1979-80 AND 1980-81

	1979-80			1980-81		
School	Disciplinary Referrals	Enrollment	Referrals per Student	Disciplinary Referrals	Enrollment	Referrals per Student
Capitol Hill	870	903	.96	4835	932	5.19
Eisenhower	708	783	.90	502	621	.81
Hoover	1155	805	1.43	740	587	1.26
Jackson	1089	696	1.56	1348	829	1.63
Moon	1522	788	1.93	1638	725	2.26
Rogers	1754	1018	1.72	2271	888	2.56
Roosevelt	1324	833	1.59	1094	735	1.49
Taft	1286	812	1.58	1207	746	1.62
TOTAL	9708	6638	1.46	13635	6063	2.25

Objective	Evaluation	Comments
	A 15% decrease in the 1979-80 referral rate made a goal of 1.24 for the 1980-81 school year. The disciplinary referral rate for the 1980-81 school year was 2.25. Instead of decreasing the rate increased by 54% from 1979-80 to 1980-81. The increase in the referral rate at Capitol Hill contributed a large part to the overall rate increase. As stated in previous objectives, the ESAA program was not operational at Capitol Hill during 5 months of the 1980-81 school year. If Capitol Hill figures were deleted, the overall 1979-80 referral rate would be 1.54 the overall 1980-81 rate would 1.72 and the overall increase from 1979-80 to 1980-81 would be 11%.	
4. By November 30, 1980, 80% of the sixth graders in the eight target middle schools will demonstrate a knowledge of school behavior policies and procedures by scoring 70% or more on the School Policy and Orientation Inventory.	No School Policy and Orientation Inventories were administered.	This objective was not attempted due to the late arrival of ESAA funds and consequently the slow hiring of ESAA teachers.
5. By May 15, 1981, 20 of students referred will show a significant improvement in classroom behavior as indicated by the referring teacher on the Classroom Behavior Inventory.	Classroom Behavior Inventories (CBI's) were to be completed on each of the 254 advisees by the referring classroom teacher at the time of the initial referral and again upon termination from the ESAA service or at the end of the school year. The purpose of the CBI was to measure students' adjustment in the classroom. Matched pre and post CBI's were completed for 180 middle school ESAA advisees. Seventy-five percent (75%) were rated as having improved in classroom adjustment. A Wilcoxon Matched-Pairs Signed-Ranks test was performed to determine if the difference between the pre and post measures was significant, that is, to determine the probability level that	No inventories from Capitol Hill Middle were received for reasons stated above.

Objective	Evaluation	Comments
	that the difference occurred by chance. A z score of -6.54 indicated that the probability was less than one out of one thousand that the improvement in CBI's was due to chance alone.	
6. Thirty-two middle school teachers (10% of the teaching staff at the target Schools) will attend an inservice dealing with positive approaches to discipline and will rate the inservice as successful on the Workshop Evaluation Scale.	Inservices for regular classroom teachers at the middle school level were held on February 27-28, 1981 and on April 4, 1981. The topic of the February workshop was a School Action Plan Model, and the topic of the April workshop was Multi cultural Education. Workshop Evaluation Scales were received from 20 teachers in February and 6 teachers in April. A total of 26 teachers evaluated the workshops. Responses to the instrument are outlined below. School Action Plan Model Workshop All teachers rated the quality of the content of the workshop as "good" or "very good", the applicability of the workshop content at least "more than average", that "most" or "all" of the instructional materials/topics were necessary; that the objectives were "outlined and met for the most part or totally"; and that the instructior's style and clarity in presenting the materials was "good" to "very good". Most teachers (over 80%) rated that the instructional materials were "mostly" or "completely" in proper sequence; that the visual materials were "above average" to "extremely helpful" and that the facilities and administrative support were "adequate" to "fully adequate". Half of the teachers indicated that the time allocated to the workshop was "about right" and half checked that "too little" to "much too little" time had been allocated. Most teachers (over 80%) reported that further training and or technical assistance would be necessary to help them utilize the skills gained at the workshop.	In addition to the classroom teachers, 23 administrators and 7 teachers aides attended and evaluated these workshops. Their evaluations were, for the most part, very positive.

Multicultural Education

At least two-thirds of the teachers rated the organization of the workshop and the work of the consultant as "excellent" as well as the ideas and activities presented as "very interesting". Half of the teachers checked that the objectives of the workshop were "clearly evident" and that the coverage was "very adequate". Most teachers were undecided concerning the benefit of their attendance at the workshop. Overall, two thirds of the teachers rated the workshop as "excellent" and one-third rated the session as "average".

Objective	Evaluation	Comments
1. At the conclusion of the first year of the project, 75% of the 1,476 target fifth year center students will increase one or more percentile ranks on one or more of the scales measured by the Self Observation Scale, Intermediate Level, National Testing Service.	The purpose of the Self Observation Scale (SOS) was to measure any changes in the self concepts of the target fifth year students from the beginning until the end of the school year. The SOS provides scores on the following seven scales: Self Acceptance, Self Security, Social Maturity, Social Confidence, School Affiliation, Teacher Affiliation, and Peer Affiliation. A description of each scale is found in Appendix A. Matched pre and posttest scores were obtained for 498 of the 1225 target students. Ninety-six percent of those students made gains of at least one percentile rank on at least one SOS scale. The average number of scales on which students made gains was 3.3. The average number on which students tied their fall score or made losses was 3.7. Table IV shows the number of students making gains, ties, and losses on each scale of the SOS.	

TABLE IV

STUDENTS MAKING GAINS, LOSSES
AND TIES ON THE SELF OBSERVATION SCALES
N=498

	Self Acceptance	Self Security	Social Maturity	Social Confidence	School Affiliation	Teacher Affiliation	Peer Affiliation
Gains	221	247	255	262	181	204	252
Losses	230	218	202	213	285	238	208
Ties	47	33	41	23	32	56	38

Table IV shows that more students made gains than losses in every scale except Self Acceptance, School Affiliation, and Teacher Affiliation where more losses occurred than gains.

Objective	Evaluation	Comments
2. During the first year of the project, the 1,476 target students will participate in a minimum of three developmental guidance activities per week.	No documentation was collected to determine whether or not this objective had been met. The ESAA counselors did report to the ESAA coordinator, however, that activities with 1,225 students had been conducted each week and that students participated in three or four guidance activities within one session.	
3. By May 21, 1981, 30% of the teachers of the target students will rate the inservice sessions dealing with affective education at an average or above score on the Workshop Evaluation Scale.	Two inservices for the regular classroom elementary teachers were held. On April 4, 1981, an inservice of Multicultural Education was attended by 40 teachers who completed Workshop Evaluation Scales. On April 20 and 22, 1981 a workshop on Techniques of Building Self-Esteem was attended by four teachers who completed evaluations. A total of 44 teachers attended Workshops representing 60% of the teaching staff at the target schools. Responses to the Workshop Evaluation Scales are summarized below. Multicultural Education Workshop At least two thirds of the teachers rated that the work of the consultants was "excellent"; that the objectives of the workshop were "clearly evident", that the ideas and activities presented were "very interesting", and that their attendance at the workshop should prove "very beneficial". Half of the teachers indicated that the scope (coverage) was "very adequate". The other half were undecided concerning the adequacy of the scope. Two-thirds of the teachers rated the overall workshop as "excellent". The remaining one-third gave "average" ratings. Techniques of Building Self Esteem Workshop All teachers rated the quality of the workshop as "good" or "very good". Everyone checked that "a great deal" of the content was applicable to their work. All indicated that the materials	In addition to the classroom teachers, 31 teacher aides attended one of the Workshops. Their responses to the Workshop Evaluation Scale were for the most part very positive.

Objective	Evaluation	Comments
	were "completely" or "mostly" in proper sequence. Teachers rated that "all" or "most" of the materials were necessary and that the objectives were outlined and met "totally" or "for the most part". The materials were rated by all as "extremely" helpful. Everyone indicated that the time allocated was "about right". The facilities were rated at least "somewhat adequate". The instructor's style and clarity was checked as "good" or "very good". Over half stated that further training was needed to help utilize the skills gained.	
4. By April 14, 1981, 20% (10% minority - 10% majority) of the parents of target students will rate sessions dealing with parental guidance techniques, intercultural awareness and establishing a positive home atmosphere as average or above on the Parent Assistance Survey.	Six parent training sessions were held during March, April and May. Nineteen (19) parents (1.5%) attended one of the workshops and completed a Parent Assistance Survey. The racial composition of the parents was 5 White, 10 Black, 1 Hispanic and 3 Others. The responses of the parents to the survey are described below. Almost every parent (over 90%) indicated that the purpose of the training was "very clear" or "mostly clear". Over one-half reported learning "quite a few things". Most parents (over 80%) rated the information as "very" or "quite useful". Three fourths checked that the training was "very well organized". Nearly everyone (over 95%) indicated that the amount of time spent was about right, and that the speaker was "very clear and interesting". Parents were evenly split on whether or not more training was needed: half said yes and half said no.	While those parents who attended rated the workshops quite positively, insufficient numbers of parents participated to reach the number stated in the objective (148 (10%) minority and 148 (10%) majority parents).

School Awareness and Intervention Program
(High School Level)

Objective	Evaluation	Comments
1. Between August 25, 1980, and May 25, 1981, 75% of the 315 long-term advisees will indicate that the program has been helpful to them as measured by The Student Communication Advisor Questionnaire.	The Student Communication Advisor Questionnaire was designed for longterm advisees to agree or disagree with statements concerning areas in which the student communication advisor was to have been of assistance to them. An example statement was "I get along better with teachers and other school staff since the Student Communication Advisor has been helping me." All longterm advisees were to complete the questionnaire at the end of the year or upon termination from services. Questionnaires from 200 of the 327 longterm advisees were submitted. Sixty-seven percent (67%) averaged answers of "agree" to "strongly agree" to the statements about the helpfulness of the Student Communications Advisors. Thirty three percent (33%) of the students averaged answers of "undecided" to "strongly disagree" to the helpfulness of the advisors.	
2. By May 25, 1981, 55% of the 315 long-term advisees will increase one or more percentile points on one or more of the scales measured by the Self Observation Scale, Senior High Level, Form C, National Testing Service, Inc.	The Self Observation Scale (SOS) was administered to measure the self concept of the longterm advisees before and after their participation in the ESAA program. Matched pre and post scores were obtained for 117 of the 322 longterm advisees. Percentile scores were provided for the following seven scales: Self Acceptance, Self Security, Social Confidence, Self Assertion, Peer Affiliation, Teacher Affiliation and School Affiliation. A description of each scale is found in Appendix A. Eighty-five percent (85%) of the advisees made a gain of at least one percentile rank on at least one scale. The average number of scales on which advisees made gains was 2.7. The average number of scales on which advisees made losses was 4.3. Table V shows the number of students making gains, and ties for each scale of the SOS.	

TABLE V

STUDENTS MAKING PERCENTILE GAINS, LOSSES AND TIES ON EACH SCALE OF THE SELF OBSERVATION SCALE

N=117

	Self Acceptance	Self Security	Social Confidence	Self Assertion	Peer Affiliation	Teacher Affiliation	School Affiliation
Gains	44	48	47	68	39	45	45
Losses	62	66	58	43	65	64	50
Ties	11	3	12	6	13	8	22

Table V shows that more advisees made losses in their percentile scores than gains for every scale except Self Assertion. On this scale more gains were observed than losses.

3. By May 25, 1981, 40% of the 315 long- term advisees will show a significant improvement in classroom behavior as indicated by the referring teachers on the Classroom Behavior Inventory.

As in the elementary and middle school components, Classroom Behavior Inventories (CBI's) were to be completed about each advisee by the referring classroom teacher at the time of the inicial referral and again at the end of the year or upon termination from ESAA services. Matched pre and post inventories were received for 74 long-term advisees. Eighty two percent (82%) were rated as having improved in classroom adjustment. A Wilcoxon Matched-Pairs Signed-Ranks was performed to determine whether or not the improvement could have occurred by chance. A z-score of -6.604 indicated that the gain in post test scores would occur by chance less than one out of one-thousand times.

The CBI's that were completed showed improvement in almost every case. The objective, however, states that 40% of 315 long-term advisees would show improvement. The total number of completed, matched pre-post CBI's was only 23% of the 315 long-term advisees.

4. Fifty percent of the parents of the 315 long-term advisees will be involved in the program as

The student communication advisors reported working with 332 long-term advisees during the school year on the ESAA Project Home Visitation/ Contact Record. The advisors indicated having

Objective	Evaluation	Comments
measured ESAA Project Home Visitation Contact Record.	contacted the parents of 87% of their advisees. Contacts were made by home visitations, phone calls, school conferences and letters.	
5. By November 30, 1980, 80% of the ninth graders in the nine high schools (3,403 students) will demonstrate a knowledge of school behavior policies and procedures by scoring 70% or more on the School Policy and Orientation Inventory	Training programs to orient ninth graders to high school and to inform them of those behaviors which often result in suspension were held in all high schools except Northwest Classen. A total of 1448 ninth graders completed the School Policy and Orientation Inventory. Eighty-five percent (85%) demonstrated a knowledge of school behavior policies and procedures by answering 70% or more of the questions correctly.	While the training program was successful for those students who participated, the number of completed inventories only represents approximately one-half of the ninth graders in the district.
6. By November 30, 1980, 60% of the parents of all ninth grade students will indicate knowledge of the training program.	The Student Communication Advisors were not asked to provide documentation of this objective. During informal conversations with the ESAA Coordinator, however, the SCA's stated that there were ninth graders who had reported informing their parents of the training program.	
7. Between September, 1980, and May, 1981, each Student Advisory Committee (SAC) will meet on a weekly basis to increase the awareness and understanding across cultures of the student body. Committee members will serve as peer partners to 5% of the students referred for disciplinary reasons between October, 1980, and May, 1981.	A Student Advisory Committee (SAC) was established in each high school. While meetings did not occur on a weekly basis, quarterly reports indicated active groups in each school. Examples of SAC activities are listed below: -Candy apple and nacho sale -Collection of toys for totals at Christmas -Implementation of a Multi-Cultural Assembly -Making and delivering fruit baskets to a local nursing home. -Serving as peer partners to students referred for disciplinary reasons	

The following table contains the number of meetings held by each SAC.

TABLE VI

ESAA STUDENT ADVISORY COMMITTEE MEETINGS
1980-81

School	1st Q.	2nd Q.	3rd Q.	4th Q.	Total
C.H.H.S.	8 times	4 times	6 times	8 times	26
Classen	4	3	5	4	16
Grant	?	4	3	5	14
Marshall	[illegible]	4	4	3	15
N.W.	[illegible]	4	5	4	17
S.E.	8		9	2	19
Star	5	3	3	4	15
Douglass	0	3	2	1	6
N.E.	0	3	4	0	7

The Student Communications Advisors reported that the total number of advisees appearing on the High School Referral and Discipline Records during the 1980-81 school year was 840. Student Advisory Committee members were assigned to be peer partners to students referred for disciplinary reasons at seven high schools. A total of 168 referrees were assigned peer partners. This number represents 20% of the advisees appearing on the High School Referral and Discipline Records. The amount of time peer partners spent with their referres varied from 55 minutes to 11.2 hours per quarter. The average time per quarter was 4.8 hours. The most frequent types of assistance provided by the peer partners were tutoring and peer counseling.

Objective	Evaluation	Comments
In addition to the regular component objectives, district administrators requested information on teacher and administrator perspectives of project services and operations.	The ESAA Consumer Questionnaire (1980-81) was developed to determine how teachers and administrators felt about the coordination of the ESAA program with the other functions of the schools. In May a questionnaire was mailed to the principal of each school served by ESAA. One assistant principal at each middle school and two assistant principals at each high schoool also received questionnaires. Of the 43 questionnaires given to administrators, 25 were returned making the response rate 58%. In addition, a random sample of classroom teachers from each of the schools served by ESAA were given a questionnaire. The sample was composed of 45 fifth year center, 200 middle school and 227 high school teachers, making a total of 472 classroom teachers. The number of teachers returning questionnaires was 121 for a 26% response rate. Responses to the questionnaire are summarized below.	

Question	Response	Percent Responding Administrator	Teachers
		%	%
To what degree did the ESAA project staff assigned to your building make an effort to provide information about the purposes and services available through the program?	Adequate Effort	60	40
	Some Effort	28	29
	No Effort	12	31
In your opinion, was an attempt made by the ESAA project staff to facilitate coordination of the ESAA program with the building program?	Always	44	23
	Usually	36	32
	Rarely	8	17
	Never	0	1
	Don't Know	8	23
		N=25	N=12

Question	Response	Percent Responding	
		Adm	Teachers
Did the ESAA project staff assigned to your building attempt to meet with you to discuss problems or progress in working with students?	Always	24	25
	Usually	44	21
	Rarely	16	34
	Never	0	8
	Don't Know	8	7

Respondents were also asked to express their opinions concerning the benefits of the ESAA program and recommendations for improving the program. Of the responding administrators, 48% made positive, supportive comments about the ESAA program, 8% made negative nonsupportive comments, 4% wrote that not enough was known about the program to make a comment and 36% made comments that contained both supportive and nonsupportive statements. Of the responding teachers, 35% made positive, supportive comments about the program, 22% made negative, non-supportive comments, 13% stated that not enough was known about the program to make a comment, 16% made comments that contained both supportive and non-supportive aspects, and 14% made no comment.

Typical positive comments were:

-The program is beneficial because it gives pupils a chance to get more individual help than can be given in the regular classroom.

-Working with each student in the affective area proved most beneficial. I recommend that you continue the program in our building.

-The program was able to work with problem students.

-Continue the program, our sixth graders will need it next year.

-The motivation of potential dropouts to remain in school was beneficial as was the tutorial assistance.

Typical negative comments were:

-The ESAA teacher has too much free time. Other teachers resent this. No certified teacher should see only 4-5 students a day.

-How does it help race relations for the ESAA counselor to see all black students.

-I feel there are no beneficial aspects. The program duplicates programs the classroom teacher or counselor have. This is another waste of taxpayers' money.

-ESAA staff should not take students out of classes for personal conferences unless an emergency exists. Staff should be warned that their positions enable them to acquire intense personal popularity; they don't give grades or demand responsible behavior. It's easy for them to become a negative influence.

-Students run to ESAA as a means of avoiding unpleasant assignments.

Typical "combination" comments were:

-We need the counseling program but its so hard to get a student referred to the program.

Objective	Evaluation	Comments

-The program is beneficial because it provides more counseling for students. The teacher filling the position, however, needs a background in counseling.

-Take the students out of TA instead of the regular classroom. It causes them to get behind.

-Gave our school another vice-principal to help in the office. Needs a classroom away from the office and needs to be explained to teachers.

-The ESAA counselor should make herself more visible to staff. Teachers become so involved with their own assignments that they need to be reminded of the services available.

CHAPTER III

SUMMARY

ELEMENTARY EARLY INTERVENTION PROGRAM

OBJECTIVE	EVALUATION
1. By May 15, 1981, 20% of students referred for school adjustment problems will show a significant improvement in classroom behavior as indicated by the referring teacher on the Classroom Behavior Inventory.	Data were not available for all 153 students referred for adjustment problems. Of the 60 students measured, 63% were rated as having improved in classroom adjustment by increasing at least one point from pre to posttesting on the Classroom Behavior Inventory. The group gains were significant at the .01 level of probability.
2. Between the time of referral and the time of release from services, the ESAA teacher will have a minimum of three contacts with each parent(s) or guardian(s) of students referred for behavior adjustment.	The ESAA teachers reported at least three contacts with the parents of 55% of the 153 students referred for behavior adjustment.
3. During the first year of the project period, the percentage of absenteeism in the five fifth year centers will decrease 10% from that of the previous year.	The overall absentee rate in the five target fifth year centers for the 1979-80 school year was 9.1%. The absentee rate for the 1980-81 school year was 8.4% which represents a decrease of 7.7% of the 1979-80 rate.

SCHOOL AWARENESS AND ADJUSTMENT PROGRAM
(Middle School Level)

OBJECTIVE	EVALUATION
1. Between August, 1980, and May, 1981, the suspension rate at the eight target middle schools will decrease by 5% from the suspension rate of the 1979-80 school year.	The overall summary suspension rate for the six target students in which data were available decreased .4% from the 1979-80 to the 1980-81 school year. This decrease represents 10.2% of the 1979-80 rate. Five of the six schools, however, increased their suspension rate. The overall reduction was caused by a drastic drop at Roosevelt Middle School.
2. Fifty Percent of the parents of the 210 long-term advisees will be involved in the program as measured by the ESAA Project Home Visitation/ Contact Record.	The ESAA teachers reported contacting the parents of 99% of the 254 longterm advisees.
3. The disciplinary referral rate for the 1980-81 school year will be decreased by 15% over the referral rate of the 1979-80 school year.	The disciplinary referral rate at the target schools increased by 54% from 1979-80 to 1980-81.
4. By November 30, 1980, 80% of the sixth graders in the eight target middle schools will demonstrate a knowledge of school behavior policies and procedures by scoring 70% or more on the School Policy and Orientation Inventory.	No sixth grade orientation was conducted due to the late arrival of the ESAA funds. Consequently, no school Policy and Orientation Inventories were administered.
5. By May 15, 1981, 20% of students referred will show a significant improvement in classroom behavior as indicated by the referring teacher on the Classroom Behavior Inventory.	Data were not available for all 254 of the longterm advisees. Of the 180 advisees measured, 75% were rated as having improved in classroom adjustment by increased at least one point from pre to posttesting on the Classroom Behavior Inventory. Groups gains were significant at the .001 level of probability.

OBJECTIVE	EVALUATION
6. Thirty-two middle school teachers (10% of the teaching staff at the target schools) will attend an inservice dealing with positive approaches to discipline and will rate the inservice as successful on the Workshop Evaluation Scale.	Eight percent (8%) of the middle school teachers attended workshops on positive approaches to discipline. Seventy percent of the participating teachers selected the highest ratings on the Workshop Evaluation Scale to describe the inservice experience.

ELEMENTARY DEVELOPMENTAL GUIDANCE/HUMAN RELATIONS PROGRAM

1. At the conclusion of the first year of the project, 75% of the 1,476 target fifth year center students will increase one or more percentile ranks on one or more of the scales measured by the Self Observation Scale, Intermediate Level, National Testing Service.	Ninety-six percent (96%) of the 498 target students who took the Self Observation Scale made gains of at least one percentile rank on at least one scale of the instrument from the beginning until the end of school. More students made gains than losses on four scales and more students make losses than gains on three scales.
2. During the first year of the project, the 1,476 target students will participate in a minimum of three developmental guidance activities per week.	The ESAA counselors reported conducting three to four group guidance activities each week with the 1,225 target students.
3. By May 21, 1981, 30% of the teachers of the target students will rate the inservice sessions dealing with affective education at an average or above score on the Workshop Evaluation Scale.	Sixty percent (60%) of the teaching staff of the target fifth year centers attended at least one inservice on affective education and rated the sessions as average to excellent.
4. By April 14, 1981, 20% (10% minority-10% majority) of the parents of target students will rate sessions dealing with parental guidance techniques, intercultural awareness and establishing a positive home atmosphere as average or above on the Parent Assistance Survey.	Approximately 1.5% of the parents of target students attended sessions dealing with parental guidance techniques, intercultural awareness and establishing a positive home atmosphere. All participants rated the workshops as above average.

SCHOOL AWARENESS AND INTERVENTION PROGRAM
(High School Level)

OBJECTIVE	EVALUATION
1. Between August 25, 1980, and May 25, 1981, 75% of the 315 long-term advisees will indicate that the program has been helpful to them as measured by The Student Communication Advisor Questionnaire.	Two-thirds (67%) of the 200 long-term advisees surveyed indicated that the Student Communications Advisors had been helpful to them. One-third were undecided or disagreed that the SCA's had been helpful.
2. By May 25, 1981, 55% of the 315 long-term advisees will increase one or more percentile points on one or more of the scales measured by the Self Observation Scale, Senior High Level, Form C, National Testing Service, Inc.	Eighty-five percent (85%) of the 117 long-term advisees who were given the Self Observation Scale made gains of at least one percentile point on at least one scale from the beginning to the end of the year. More advisees made losses than gains on six scales, while more gains were made on one scale of the SOS.
3. By May 25, 1981, 40% of the 315 long-term advisees will show a significant improvement in classroom behavior as indicated by the referring teachers on the Classroom Behavior Inventory.	Data were available for only 74 of the 332 long-term advisees. Of those students measured, 82% were rated as having improved in classroom adjustment by an increase at least one point between pre and post testing on the Classroom Behavior Inventory. Group gains were significant at the .001 level of probability.
4. Fifty percent of the parents of the 315 long-term advisees will be involved in the program as measured ESAA Project Home Visitation Contact Record.	The student communication advisors records showed that the parents of 87% of the 332 long-term advisees were contacted.
5. By November 30, 1980, 80% of the ninth graders in the nine high schools (3,403 students) will demonstrate a knowledge of school behavior policies and procedures by scoring 70% or more on the School Policy and Orientation Inventory.	Approximately one-half (50%) of all ninth graders attended the ESAA orientation training program. Eighty-five (85%) of those attending demonstrated a knowledge of school behavior policies and procedures by scoring 70% or better on the School Policy and Orientation Inventory.

OBJECTIVE	EVALUATION
6. By November 30, 1980, 60% of the parents of all ninth grade students will indicate knowledge of the training program.	No data were available to address this objective. During informal conversations between the SCA's and the project coordinator, the SCA's reported that there were ninth graders who stated having informed their parents of the training program.
7. Between September, 1980, and May, 1981, each Student Advisory Committee (SAC) will meet on a weekly basis to increase the awareness and understanding across cultures of the student body. Committee members will serve as peer partners to 5% of the students referred for disciplinary reasons between October, 1980, and May, 1981.	There were approximately 36 weeks during the 1980-81 school year. Student Advisory Committee's were established in each school and met for an average of 15 times throughout the year. Twenty percent (20%) of the advisees who appeared on the High School Referral and Discipline Records were assigned a Student Advisory Committee member to be a peer partner. Peer partners saw their referrees for an average of 4.8 hours per quarter. Academic assistance and peer counseling were the major activities.

OVERALL ESAA PROGRAM

In addition to the regular component objectives, district administrators requested information on teacher and administrator perspectives of the project services and operations.	Sixty percent (60%) of the administrators and 40% of the teachers surveyed reported that the ESAA project staff had made an effort to provide information about the purposes and services available through the program. Most of the administrators (80%) and half of the teachers checked that an attempt was made by the ESAA project staff to facilitate coordination of the ESAA program with the building program. Two-thirds of the administrators and one-half of the teachers indicated that the ESAA project staff had attempted to meet with them and discuss problems or progress in working with students.

CHAPTER IV

RECOMMENDATIONS

Goals and Objectives

The goals of the 1980-81 ESAA program were:

1. To reduce the number of suspensions and disciplinary referrals.

2. To reduce the overrepresentation of minority students in suspensions and disciplinary referrals.

With the exception of middle school component, the results of the evaluation of the objectives could not directly determine to what degree the program goals were met. According to the ESAA program staff, meeting the objectives written for each component would lead to achieving the goals of the program. For example, several of the objectives in the Elementary Developmental Guidance component dealt with increasing the students' self concept. The assumption made by the program coordinators was that the better students felt about themselves, the fewer suspensions or disciplinary referrals they would receive in the future. Therefore, it was recommended by the evaluator, that broad enabling objectives be written as well as specific performance objectives. This would help bridge the gap between the program goals and the program activities. Currently, the Department of External Funding with the assistance of the Department of Planning, Research, and Evaluation is in the process of revising the

ESAA objectives for the 1981-82 school year in order to accomplish this purpose.

Data Collection

Measurement was not obtained for a large percentage of 1980-81 ESAA target students. Due to the special characteristics of the ESAA target students (for example, high absence and dropout rate), a more accurate reflection of the ESAA program would occur if reasons why no measurement was submitted on a student were documented.

Program Scope

During the 1980-81 school year, the ESAA objectives dealing with reduction of suspensions, disciplinary referrals and attendance dealt with the entire student population at target schools. To more closely reflect the benefits of the program, it is recommended that objectives be written to address the reduction of suspensions and disciplinary referrals for target students only.

APPENDIX A

APPENDIX A

Descriptions of each scale on the Self Observation Scales - Intermediate Level are provided below.

Scale I. Self Acceptance

Students with high scores view themselves positively and attribute to themselves qualities of basic competence, self satisfaction and happiness. They see themselves as performing well in many activities and as possessing condifence in their future success. Students with low scores re disatisfied with their performance and capabilities and are unsure of their futures.

Scale II. Self Security

Students with high scores report a high level of emotional confidence or stability. They report being in control of factors affecting their lives and worry very little about either specific or nonspecific fears. Students with low scores on this scale worry a gret deal. They report nervousness about nonspecific performance expectations and often feel that they worry more now than in the past.

Scale III. Social Confidence

Students with high scores on this scale express confidence in their ability to relate in social situations and to make and keep friends. They believe that other people value their friendship. Students with low scores have difficulty in making friends and lack confidence in social situations.

Scale VI. Self Assertion

Students with high scores view themselves as possessing leadership qualities and as being respected for having these qualities. The emphasis on this scale is on how students believe others view them. Students with low scores see themselves as lacking leadership ability and assertiveness.

Scale V. Family Affiliation

Students with high scores on this scale report a positive relationship with their parents and family. They see their parents as being understanding and helpful in times of need. Students with low scores do not view

home as a place to go when troubles begin. They neither feel trusted by their family nor feel that they treat their family as well as they should. ***This scale is not available on Form C and all items relating to parents, home and family have been deleted from Form C.

Scale VI. Peef Affiliation

Students with high scores on this scale consider their relationships with other students to be both of high quality and of considerable importance to them. They see themselves as approved and valued by their peers. They like to be with other students. Students with low scores do not see their peer relationships as an asset. They see other students as unfriendly, they have few friends, and do not accept the responsibilities of friendship easily.

Scale VII. Teacher Affiliation

Students with high scores on this scale like their teachers. They see the teacher as helpful, attentive, understanding and generous. Students with low scores see the teacher as arbitrary, inconsiderate of students, and/or as a source of emotional pain.

Scale VIII. School Affiliation

Students with high scores view school as a positive influence in their lives. They enjoy going to school, and they enjoy the activities associated with school. Students with low scores view school as an unhappy place to be. They do not enjoy most school related activities and are negative about the importance of school in their lives.

The following are descriptions of each scale of the Self Obervation Scales-Senior High Level.

Scale I. Self Acceptance

Children with high scores view themselves positively and attribute to themselves qualities of happiness, importance and general competence. They see themselves as being valued by peers, family, and teachers. Children with low scores see themselves as unhappy, lacking in general competence and of little importance to others.

Scale II. Self Security

Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scors on this scale worry a great deal. They are concerned that something bad may happen and report feelings of nervousness.

Scale III. Social Maturity

Children with high scores on this scale know how they are supposed to think and feel in a variety of social situations. They have learned the importance of such notions as "fair play", "sharing", "perserverance", "helpfulness", and "generosity". Children with low scores on this scale have not learned these notions and are likely to evidence behaviors that most adults would characterize as selfish, inconsiderate, or immature.

Scale IV. Social Confidence

Children with high scores on this scale feel confident of their ability to relate successfully in social situations. They feel confident that they can make friends easily, and that they are valued and enjoyed by their friends. Children with low scores have difficulity making friends, do not feel valued by others and see other people as being more socially adept than themselves.

Scale V. School Affiliation

Children with high scores view school as a positive influences in their lives. They enjoy going to school, and they enjoy the activities associated with school. Children with low scores view school as an unhappy place to be. They do not enjoy most school related activities and are negative about the importance of school in their lives.

Scale VI. Teacher Affiliation

Children with high scores on this scale like their teachers. They see the teacher as helpful, attentive, understanding and generous. Children with low scores see the teacher as arbitrary, inconsiderate of children, and/or a source of emotional pain.

Scale VII. Peer Affiliation

Children with high scores on this scale consider their relationships with other children to be both of high quality and of considerable importance to them. They see themselves as approved and valued by their peers. They like to be with other children. Children with low scores do not see their peer relationships as an asset. They see other children as unfriendly, they have few friends, and do not accept the responsibilities of friendship easily.

Scale VIII. Achievement Motivation

Achievement Motivation has been dropped from the SOS pending completion of additional validation studies. Factor analysis was used in developing all scales have raised questions about its reliability and validity.